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ABSTRACT

The Community Education Program has created a series of publications detailing successful local community education programs that have dealt with specific problem areas such as citizen participation, child abuse, and programs for dropouts. This document presents the Upper Arlington, Ohio community education program that addressed use of excess school space created from declining school enrollments. The publication is divided into three parts. Part 1 is an overview of demographic information and the history of the project. Part 2 details the steps taken to organize and implement the 3-day Community Planning Laboratory undertaken to allow the citizenry time to determine the types of alternative uses of excess school space, and make their recommendations to the Upper Arlington Board of Education and the Upper Arlington City Council. Part 3 addresses the outcomes and conclusions of the planning laboratory and the actions taken afterwards. Appendices provide a sample informational/registration brochure for attendance at the Upper Arlington Community Planning Laboratory, a description of the Warner Amex QUBE communication system that allowed the Planning Laboratory to provide information to the community and promote the Laboratory's work, and a series of program workshop reports. (GR)

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Community Education Proven Practices II

USE OF EXCESS SCHOOL SPACE

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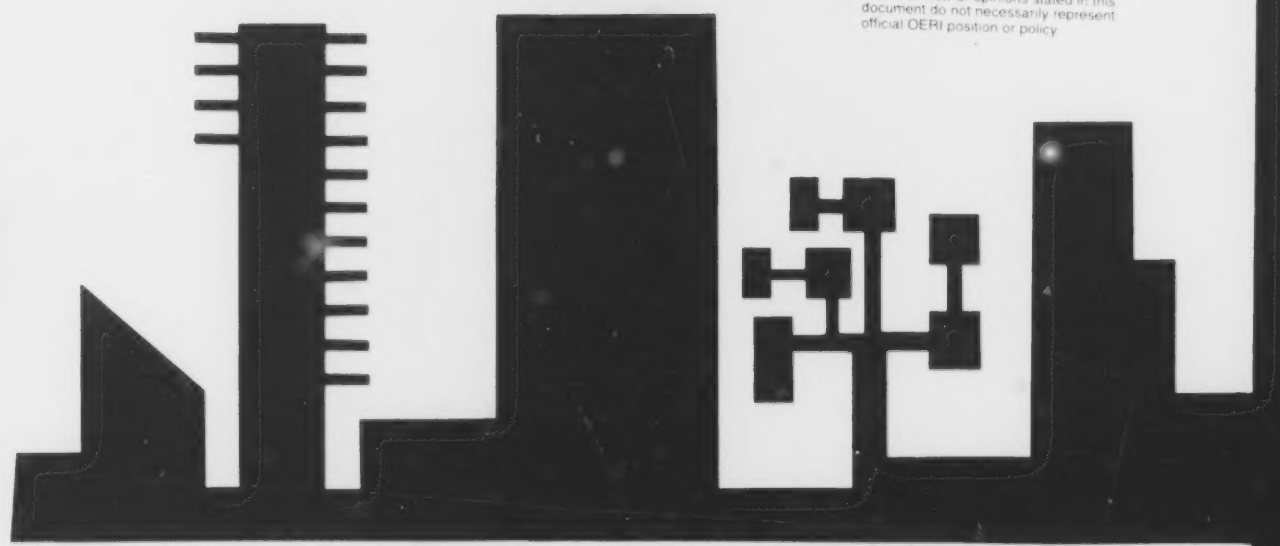

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LOCAL COMMUNITY EDUCATION PROJECTS

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Community Education Proven Practices
II

USE OF EXCESS SCHOOL SPACE

Developed persuant to Grant No. G008006690 by the Upper Arlington Community Involvement Program

Hank Shaffer, Project Director

Funded by the U.S. Department of Education under Title VIII, of the Elementary and Secondary Education Act of 1965, as amended, (P.L. 95-561), Community Schools and Comprehensive Community Education Act of 1978.

U.S. Department of Education
Office of Vocational and Adult Education

FOREWORD

The Community Schools and Comprehensive Community Education Act of 1978 provides grants to local educational agencies (LEA) for the purpose of furthering the concept of community education nationally. The intent of this legislation is carried out by awarding grants to outstanding projects with unique or innovative community education aspects. Our hope is that these effective practices and processes will be copied in communities wishing to start or strengthen a similar aspect.

During the last two years, a primary goal of the Community Education Program has been to make quality materials available to those individuals and organizations interested in developing community education. The Program has not only produced packages about community education, but through an intensive dissemination strategy, has informed the public about the products.

One important part of the Program's strategy has been to put the information gathered into the hands of those interested. The Program has identified and supported State department of education and local educational agency projects that propose to develop community education areas or practices that might be copied by other projects across the nation. The Community Education Program allocates many resources and personnel to assure the best results from the grantees. When strong projects emerge, we attempt to make as many people as possible aware of those exemplary programs. We feel that making these findings from outstanding programs available is as critical as the production of quality educational materials.

The Program staff believes this strategy will result in greater use of quality community education practices. This strategy will provide opportunities to test and fit innovative practices into a particular situation, and establish community education as a part of other on-going programs.

Previously, the Program assisted eleven projects to develop materials, create national awareness, and assist others to adapt and/or adopt. This year, 1980-81, twenty-five additional projects have been targeted to develop more materials.

In order to aid grantees to implement this mission of furthering community education, provisions were made for each grantee in 1980-81 to develop a publication. This series of publications is entitled Community Education--Proven Practices II. Each publication deals with a specific aspect of a community education program. The documentation provides, in detail, the community education process used to implement the subject area. These publications are designed to assist in the adaptation of the topic area by another community.

All local community education projects funded contain the required minimum elements as part of their community education program. In addition, all projects funded meet the criteria as published in the regulations governing the Community Schools and Comprehensive Community Education Act of 1978. Therefore, the topic area being documented by each project in the Proven Practices II is just one of the required community education aspects contained within the project. The subject of each publication has been identified as the unusual component of the total community education program.

Many of the publications in this series address traditional community education elements such as citizen participation and interagency cooperation and coordination. However, other publications address the total community education process and its use in providing needed community services which impact on many communities today.

These publications include such subjects as child abuse, programs for dropouts and use of excess school space. Each of them shows how the basic ideas of the community education process are used to positively affect these troubled areas.

An attempt has been made to make the series as easy to read as possible for those interested in copying the subject area in their own community. Each booklet describes the administrative design, and the community education process used to implement the topic area. Problems, defeats, and outcomes reached are addressed. Each one should be complete within itself.

A good understanding of the publication is recommended in order to duplicate the subject area. Should you have questions concerning the information presented, you should not hesitate to contact the project director for further information and clarification.

State departments of education are equipped to help anyone wishing to use the booklets of this series locally. Personnel at the Centers for Community Education are also available to provide help.

A list of booklets developed in the Community Education--Proven Practices II series starts on the following pages. The publications may be obtained by writing to the address shown below.

We are continuing to provide support to LEA grantees in the future for this type or similar activity. Therefore, we would appreciate your comments and suggestions regarding these publications. I hope that they are helpful to you in your efforts. I wish you the best of luck in your community education endeavors.

Ron Castaldi
Director
Community Education Program
U.S. Department of Education
Regional Office Building, Room 5622
7th and D. Streets S.W.
Washington, D.C. 20202

Community Education Proven Practices II

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LOCAL COMMUNITY EDUCATION PROJECTS

ADDRESSING THE NEEDS OF ADOLESCENTS - Ossining Union Free School District, Ossining, New York

ADMINISTRATIVE PROCESS FOR URBAN COMMUNITIES - Community School District #3, New York City Board of Education, New York, New York

ALTERNATIVES TO SUSPENSIONS, EXPULSIONS AND DROPOUTS - Brooks County Board of Education, Quitman, Georgia

A PROCESS FOR THE URBAN COMMUNITY - Community School District #4, New York City Board of Education, New York, New York

BUILDING COMMUNICATIONS NETWORKS - Community Relations, Salem Public Schools, Salem, Oregon

DEVELOPING A COLLABORATIVE NETWORK - Stamford Board of Education, Stamford, Connecticut

FOR PARENTS AND KIDS SAKE (PREVENTION OF CHILD ABUSE AND NEGLECT PROGRAM) - Poway Unified School District, Poway, California

FUNCTIONS OF A COUNTY-WIDE COUNCIL - Comal Independent School District, New Braunfels, Texas

INVOLVING THE NONENGLISH SPEAKING COMMUNITY - Community School District #2, New York City Board of Education, New York, New York

LEADERSHIP ROLE FOR TEENS - Elmira City School District Board of Education, Elmira, New York

LOCAL COMMUNICATIONS SYSTEM - Madison Local School District, Madison, Ohio

LOW INCOME CITIZEN INVOLVEMENT - Weld County School District, Ft. Lupton, Colorado

OLDER ADULTS IN THE SCHOOLS - Cajon Valley Union School District, El Cajon, California

PARENTS AS PARTNERS IN EDUCATION - Pike County Board of Education, Troy, Alabama

POOLING RESOURCES (AGENCIES WORKING TOGETHER) - Gloucester City Department of Community Education, Gloucester, Virginia

PROGRAMMATIC AND FISCAL IMPACT - Newton Community School, Newton Centre, Massachusetts

PROVING PARTNERSHIPS PAY (COST EFFECTIVENESS) - Gloucester City Department of Community Education, Gloucester, Virginia

PUBLIC AND PRIVATE SCHOOLS WORKING TOGETHER - Freeman Public School, Freeman, South Dakota

PUBLIC RELATIONS STRATEGIES FOR RURAL COMMUNITIES - Alamogordo Public School, Alamogordo, New Mexico

RURAL/HISPANIC COMMUNITY- Chama Valley Independent School #19, Tierra Amarilla, New Mexico

SERVICES TO DISPLACED HOMEMAKERS - Austin Independent School District, Austin, Texas

STRUCTURE FOR COOPERATIVE EFFORTS - Richland County School District #2, Columbia, South Carolina

TEAM LEADERSHIP DEVELOPMENT - Tucson Unified School District #1, Tucson, Arizona

UNDERREPRESENTED GROUPS IN RURAL SETTING - Charles City County Public School System, Charles City, Virginia

USE OF EXCESS SCHOOL SPACE - Upper Arlington Board of Education, Upper Arlington, Ohio

UPPER ARLINGTON COMMUNITY INVOLVEMENT
1650 Ridgeview Road
Upper Arlington, Ohio 43221
486-4122

INTRODUCTION

The motto of the Upper Arlington Community Involvement Program is "People sharing ideas for a better community". This philosophy has helped our residents through the trying times of declining enrollment, closing of neighborhood schools, and the determination of the potential alternatives uses of those facilities.

It gives me great pleasure to introduce you to this monograph on Use of Excess School Space. I feel particularly honored that the Upper Arlington Community Involvement Program was chosen as a model community education project by the United States Department of Education, and that we were asked to share our recent experiences with the topic of excess school space.

The monograph is organized into three parts. Part I is an overview of demographic information and the history of the project. Park II details the steps taken to organize and implement the three-day Community Planning Laboratory undertaken by our program to allow the citizenry to determine the types of alternative uses of excess school space, and make their recommendations to the Upper Arlington Board of Education and the Upper Arlington City Council. Part III addresses the outcomes and conclusions of the planning laboratory and the actions taken afterwards.

This monograph represents the combined efforts of many people. I would like to publicly acknowledge the involvement of the local residents, who make Upper Arlington a model community, and the foresight and cooperative spirit of the elected officials and administrative staffs of the City of Upper Arlington and the Upper Arlington City Schools. Special thanks are extended to the staff of the Council of Educational Facility Planners, Int., the Tri-Village Printing Company and our own program staff for their assistance in the development and printing of this document. The community education concept is alive and working in our community due to the efforts of these people and many others.

Hank Shaffer, Community Involvement Program Director

PART I: THE UPPER ARLINGTON COMMUNITY

The City of Upper Arlington was chartered in 1919, and is a first-ring residential suburb located northwest of Columbus, the capital of Ohio. Upper Arlington is a progressive community of approximately 36,000 persons with a council/city manager form of government. The City has been carefully planned and zoned, and has little industry.

The City of Upper Arlington and the Upper Arlington City School District assume primary responsibility for community education activities within the community. These agencies jointly sponsor the Upper Arlington Community Involvement Program that initiated implementation of the community education concept in 1979 after receiving a federal grant from the U.S. Office of Education[1].

A wide range of civic organizations and local and regional governmental agencies also provide services in the community. Some of these are the Upper Arlington Public Libraries, Northwest Area Council of Churches, Upper Arlington Chamber of Commerce, Junior Chamber of Commerce, Rotary International, Kiwanis, Optimists, Boy Scouts, Girl Scouts, Upper Arlington Cultural Arts Commission, Parks and Recreation Department, and the Upper Arlington Civic Association.

The city was planned as an old English-type village and today retains much of the small community flavor of its heritage. A

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[1]Of special note is the fact that during the program's first year of operation the phrase "community education" was changed to "community involvement" in response to the belief that the phrase "community involvement" better expresses the thrust and focus of the local project. Hence, the two terms will be used synonomously.

neighborhood atmosphere is enhanced by such annual events as the Newcomer's Party, the nationally-acclaimed Fourth of July Celebration, the Labor Day Observance, the Youth-In-Government Program, and similar activities sponsored by the Upper Arlington Civic Association.

Upper Arlington does not expect a significant increase in either residential development or population during the 1980's. Few residential building sites exist within the City, and City officials predict that these sites will be developed early in this decade. The Upper Arlington City Council continues its no-growth policy toward annexation. Further, 1970 and 1980 census data indicate that the number of persons residing in each residence declined from 3.2 to 2.5 persons.

Population data for Upper Arlington since 1920 are as follows:

Year	Population
1920	620
1930	3,059
1940	5,370
1950	9,024
1960	28,482
1970	38,630
1980	35,624

The Upper Arlington City School District is substantially within the Upper Arlington city limits. Student enrollment peaked at 9,045 students in the 1971-1972 school year and, as of 1980-1981, had declined to 6,187. The student population has continued to be housed during these years in the district's seven elementary schools (K-6), two junior high schools (7-9), and one senior high school (10-12).

Due to the twenty-nine (29) percent decline in student enrollment during those nine years and to the projection that enrollment will decline further to approximately 4,453 by 1989, the Upper Arlington

Board of Education has spent considerable time studying the need to close schools. The Board has strongly sought and encouraged public input regarding the matter.

The first policy action by the Board of Education to close schools occurred in March 1978. At that time the Board acted to close one elementary school in June 1981 for existing instructional purposes. In addition, the Board went on record as favoring community use of the facility once it was closed provided that two conditions were met: (1) the Board would be relieved of operational and maintenance expenses for the facility, and (2) provision would be made that the facility be returned to the Board of Education for instructional purposes, when, and if, needed.

These 1978 policy decisions occurred only after a great deal of inquiry and input. A task force appointed by the Superintendent had conducted an external study on the need to close schools. The Superintendent had taken this study into consideration when developing his recommendations on the subject. Three other external studies were commissioned by the Board of Education. During the 1976-77 and 1977-78 school years, the Upper Arlington Board of Education and its Administrative Team were also involved in studies to secure the best possible information about future optimal use of existing school facilities in light of declining enrollment.

At the May 1978 meeting, the Board also approved a recommendation from the Superintendent that, in order to assure optimum pairing relative to a second facility to be closed, the Board and Administrative Team continue to study the second facility situation and

decide no later than April 1980 as to which facility should be the second to be closed. The rationale for that recommendation was that it would provide (1) a year's lead time to plan for the placement of students from the first school to be closed, and three years of lead time to plan for the closing of the second school.

Since 1978, these decisions have been re-analyzed each November by the Board of Education and the Administrative Team, and will continue to be analyzed until all components of the plan are implemented. Annual analysis is done by looking at a set of "triggering factors" that includes the current enrollment and enrollment projections, financial support of the schools, community feelings about school boundaries, and energy availability and cost.

During their continuous study since the initial school closure decision, the Superintendent and Administrative Team also have continued to seek, obtain, and analyze additional information before recommending the second school to close. A major effort to obtain public input was made early in 1980 with the publication of six major criteria and twenty-five sub-components related to school closure. In two consecutive editions of the local newspaper, The Upper Arlington News, readers were requested to study the criteria and sub-components and to send their reactions to the school board. Further, all school parents were mailed a copy of the criteria in a letter from the Superintendent of Schools and were asked to react.

After receiving considerable resident input, the total District Administrative Team again analyzed all available data and formulated a recommendation to close a second elementary school in June 1983.

That recommendation was presented to the Board of Education in March 1980 and adopted by them in April 1980. As with the decision on the first school closing, the decision on the second school will be reevaluated each November according to the triggering factors to monitor significiant changes that might occur before the decision is implemented in 1983.

The Board of Education, in 1978, also had acted to reorganize the district and to implement the middle school concept with five elementary schools (K-5), two middle schools (6-8), and one high school (9-12) by 1983.

The decision to close schools generates an additional concern -- what to do with the facilities once they are no longer needed for instructional purposes. This concern was of significance not only to the Upper Arlington Board of Education but also to the Upper Arlington City Council, which had indications for many years that additional space was needed within the community for recreational, educational, cultural, and health programs. As far back as 1965, the City had placed a teen center issue on the ballot; that issue had been defeated. The possibility of school closings, however, generated renewed interest in perceived community space needs.

Historically, the Upper Arlington City Council and the Upper Arlington Board of Education have maintained a cooperative relationship. In fact, it was this spirit of cooperation that brought about the Community Involvement Program. Communication between these two main governmental agencies also led to their decision to address jointly the issue of excess school facilities. The Board of Education and City Council decided that a planning process that

incorporated community involvement and interagency cooperation was needed to address adequately the issue of excess school facilities.

Aware that the Council of Educational Facility Planners, International (CEFP) was working with a cooperative planning process, the Board of Education and City Council invited CEFP to address a joint session of the two bodies to discuss the cooperative planning process CEFP was using. CEFP -- a non-profit membership association of educational facility and educational planners, architects, and engineers, had, at that time, a grant from the Charles Stewart Mott foundation, one purpose of which was to develop and field-test a planning process appropriate for addressing community issues. The Upper Arlington Community Involvement Director and the school district Executive Director for Business Services had attended one such effort, called a "Planning Laboratory," and had been impressed with the process used.

During the presentation made by the Executive Director of CEFP, the local governmental agencies learned that an additional year of funding for three national laboratories had been secured by CEFP from the Mott Foundation. The Upper Arlington Community Involvement Program submitted an application to CEFP for consideration as one of the three laboratory sites for 1980. Although there were many excellent applicants, the Upper Arlington Community Involvement Program, with the joint sponsorship of the Upper Arlington Board of Education and the Upper Arlington City Council, was selected to receive assistance with a communitywide planning laboratory to address the issue of alternative uses of excess school space.

The cooperative planning process CEFP developed, and which Upper Arlington selected for this planning effort, is the subject of this monograph. It is hoped that other communities facing similar situations will benefit from the successful experiences of Upper Arlington.

The next section will explain how Upper Arlington, with the assistance of CEFP personnel, addressed the issue of excess school facilities caused by enrollment decline. The section will explain in depth the activities involved prior to, during, and after the Upper Arlington Community Planning Laboratory.

PART II: THE COMMUNITY PLANNING LABORATORY

Traditionally, it had been assumed that planning, including those efforts directed toward educational and/or community facilities or programs, was best done by professionals. Citizens or users, if they had input at all, functioned only as reactors to proposals designed by "experts."

During the last decade, however, the wisdom of that type of closed planning was seriously challenged. Citizens increasingly demanded roles in developing decisions that might affect their lives.

In an attempt to respond to such demands, the Upper Arlington City Council and the Upper Arlington Board of Education, through their joint Community Involvement Program, chose to use a more cooperative process to plan the use of excess school facilities. Cooperative planning, they had concluded, would benefit their planning effort and allow them to serve both their organizations and public better.

Presented in this section is the step-by-step cooperative planning process that was used in Upper Arlington. The total planning effort can be broken down into these three stages:

A. <u>"Pre" Community Planning Laboratory</u> -- The process of development of activities and details for the actual cooperative planning effort, i.e., the Planning Laboratory. This stage may be thought of as developing a "Plan for Planning."

B. Community Planning Laboratory -- The three-day process of cooperative community planning.

C. "Post" Community Planning Laboratory -- The process of "Follow Through."

Steps involved during the total process are identified as: (1) Getting Started, (2) Gathering Information, (3) Identifying Priority Needs, (4) Defining Program Requirements, (5) Exploring Options/Developing Plan, (6) Refining Plan, and (7) Follow Through.

A. "PRE" COMMUNITY PLANNING LABORATORY

The Initiators or Conveners of the Planning Effort

As is true for any planning effort, the process must start somewhere. Some individual or group must determine that such an effort is needed, specify what the purpose of the effort will be, and determine what process will be used to meet the purpose. Other individuals perceived as important to the planning effort need to be called together or "convened." The individual or group that begins the planning process and assumes these initial responsibilities is called the initiator, or convener, of the planning effort.

The initiators of the Upper Arlington planning effort were the elected officials, i.e., members of the Board of Education and the City Council. The factors that had led the elected officials to determine that a planning effort was needed were: (1) the significant decline in school district enrollment that resulted in surplus or excess school facilities; and (2) the perceived need for additional space within the community for recreational, educational, cultural, and health programs that had been indicated by the reports

of community surveys and public forums. The two public bodies had been watching and studying the development of these situations for several years. Each had reached the conclusion that it was not only important, but "timely," for some plan to be developed that would address the issues.

What is particularly significiant about the Upper Arlington planning effort is that the City Council and the Board of Education both recognized that it would be to their mutual benefit to plan together to address the issues. Not only did the two public bodies serve as the initiators of the planning effort, they also, through their joint Community Involvement Program, became the joint sponsors of the Upper Arlington Planning Laboratory. The importance of this joint sponsorship cannot be overemphasized. Though a problem for one organization may be a solution to a problem for another organization, without cooperation between the two that solution may never be identified or realized. In the past, unfortunately, public bodies, such as City Council and School Board, have often been hesitant to work together, fearing that the public body might lose clientele and/or control of programs (what has been called "turf" concerns). The decision by the Upper Arlington Board of Education and the Upper Arlington City Council to join together for this planning effort thus indicates that the two bodies felt the critical problems facing each of them would be more difficult to resolve without interagency cooperation. They resisted "turf" concerns in favor of a joint attempt to meet the problems and to serve their community better.

The initiators identified the purpose of the planning effort as follows: to determine the best use of excess school space.

In order to accomplish the purpose of the planning effort, the initiators decided that extensive community involvement was needed. They therefore sought a planning process that would incorporate community involvement and interagency cooperation.

As was mentioned in Part I, the cooperative planning process selected had been developed, and was being field-tested, by the Council of Educational Facility Planners, International (CEFP) under a grant from the Charles Stewart Mott Foundation. The process is a modified "charrette," i.e., an intensive, concentrated, brainstorming activity, deadline oriented, that is used to study some type of community planning problem or problems. This process, which CEFP calls a "Planning Laboratory," has professionals, work directly with consultants and community residents for three days to develop a specific plan. Activities within the time frame are open. Individuals may participate in all or none of the activities, depending upon their personal interests and/or schedule.

Concurrent with the decision to use the CEFP process, the Upper Arlington Board of Education and City Council also agreed to seek the assistance of CEFP staff for the planning effort by applying to CEFP to be a test site for the laboratory process. In the application both bodies committed themselves to review and to comment publicly upon recommendations that would result from the Planning Laboratory.

After Upper Arlington's selection by CEFP in July 1980 as a test site for the laboratory, the initiators selected the Director of the Community Involvement Program and CEFP staff to coordinate and facilitate the specific activities involved in planning for and in conducting the Community Planning Laboratory.

The first activity was to convene groups of individuals who could provide valuable help in planning the Community Planning Laboratory, i.e., the "Plan for Planning." Separate meetings were held with groups representing different community interests: (1) health and senior citizens, (2) students/youth, (3) public organizations/interested citizens, (4) cultural arts, (5) recreation/athletics/service clubs, and (6) media. Individuals who were invited to these initial meetings had been made aware of the intent of the meetings and also had been given an opportunity to invite others.

With each group, the coordinators/facilitators explained what had led to the decision that a planning effort was needed and what the initiators had decided concerning the purposes and processes of the planning effort. Group representatives were asked for their reactions to the purposes and processes, for suggestions about needed activities, and about individuals and/or information needed to carry out various activities. The representatives were asked if they were aware of any relevant reports or surveys. The representatives also had an opportunity to express any concerns regarding the purposes or processes.

These initial meetings provided the coordinators/facilitators with a wealth of information to assist them in developing the "Plan for Planning" efforts. Individuals from each of the community interest groups who had appeared most interested in the process were contacted by the Director of Community Involvement regarding their interest in serving on a Steering Committee to guide planning activities for the Community Planning Laboratory. They were also

asked if they knew others who they felt should, or would like to, be involved. Everyone identified was contacted. Every effort was made to develop a Steering Committee representative of the community. The Steering Committee that evolved in Upper Arlington included the following:

a) A high school student

b) A senior citizen

c) The Director of Parks and Recreation

d) A member of the Cultural Arts Commission

e) The Assistant Editor of the local weekly newspaper

f) The Senior Producer of Public Affairs Programming at Warner Amex QUBE

g) Seven elected officials representing either the Board of Education or the City, some of whom also serve on the Community Involvement Program Board

Upper Arlington Community Planning Laboratory Steering Committee

Once the Steering Committee was formed in August 1980, the committee became responsible for preparation of the Community Planning Laboratory. Among the tasks the Steering Committee assumed were the following: (1) refining the wording of the purposes of the Community Planning Laboratory for communication to the broader community, (2) collecting and analyzing previously completed community studies and other data/information relevant to the planning effort (The decision had been made by the committee that information judged relevant was to be summarized for inclusion in an "Information Package" that would be given to Community Planning Laboratory participants.), and (3) developing a media/promotional campaign to promote

interest in, and attendance at, the Community Planning Laboratory. The Steering Committee was assisted by the coordinators/facilitators during these activities. The Community Involvement Program staff also assisted by providing Steering Committee members with secretarial assistance and typed meeting records for their review and confirmation.

Before continuing, some comments about a steering committee should be stressed. The method by which such a committee is selected, the representativeness of the committee, and the committee's credibility are all critical to the outcome of the process. In considering who to involve, the Upper Arlington Planning Laboratory joint sponsors were guided by the following questions:

How should the committee be identified?

What is the role of the committee itself?

Who should be on the committee?

What are the roles of individual members?

As previously mentioned, individuals who were invited to the initial meetings were given the opportunity to bring others with them. In many cases, invitations to the initial meetings were sent to organizations and each organization chose its own representative.

The Steering Committee evolved from those individuals, and others, who were most interested in the planning process. Efforts were made to represent various community interests. The role of the committee was defined as preparation for, and promotion of, the Community Planning Laboratory. Clarification of Steering Committee purpose and operation is also important.

Specifically, the Steering Committee decided upon, and pursued, the following:

(1) Purposes of Planning Laboratory:

A. To determine what space is needed in the community, now and in the future, with priorities assigned to those needs;

B. To determine whether or not the priorities can be accommodated in the facilities that will become available (i.e. the two elementary schools named to be closed); and

C. To determine an approach to funding and governance if the school facilities are used by the community.

(2) Relevant Studies and Information:

A solid foundation of information, equally available to all participants, is basic to good community planning. For this reason, the Steering Committee sought to develop an Information Package of known and available data as background material for all participants in the planning effort. The Steering Committee collected at this stage, both hard data (facts and figures) and soft data (perceptions, feelings, and opinions). Summaries of available data were written, approved, and assembled by the Steering Committee into an Information Package that was distributed prior to the Community Planning Laboratory to those who requested the material and during the Community Planning Laboratory to all who participated. The committee determined that the

following material was relevant to the planning effort and should be included in the Information Package:

A. Demographic information

1. 1966-1980 City and School District Populations (graph)
2. Student Enrollment -- information on trends and projections to 1988
3. 1976 School Facilities Study -- information concerning available residential building sites and demographic trends that influence student enrollment
4. 1980 Federal Census -- community trends indicated in the preliminary census report (final report not yet available)
5. Senior Citizen Program -- information and chart indicating growth in both Senior Citizen Program membership and activities
6. Upper Arlington's Population Prospects for the 1980s -- one scenario for the future written by a resident sociologist

B. Findings from surveys, studies, and public forums

1. City Spirit (Cultural Arts) Task Force Surveys -- 1978 to 1979
2. Community Education (Community Involvement Survey -- 1978
3. Mental Health Survey -- 1978
4. Northwest Mental Health Services -- report update of perceived unmet mental health needs -- 1980

5. Parks and Recreation Committee Public Forum report -- 1980

6. Parks and Recreation Survey -- 1974

7. Recreation and Open Space Plan Study -- 1970

8. The Old Arlington Study -- 1977 to 1978

C. Community and school facilities

1. Map of City, Library, and School Facilities

2. Building and Site Information -- this included information on the two elementary schools named to be closed: (a) date facility was constructed, (b) lot size, (c) building size, (d) current zoning, (e) appraised value, (f) description of building, and (g) utility and operation costs for the past three years.)

D. Legal information

1. Options for disposition of the first elementary to be closed -- legal opinion

(3) Media/Promotional Campaign

Efforts were made to inform and educate the community concerning the factors that had led to the decision to hold a Community Planning Laboratory and to promote participation in the Laboratory. The efforts included:

A. News releases: newspaper and television

1. "National Organization to Assist Upper Arlington on Reuse of Fishinger and Wickliffe Schools" -- explanation of CEFP involvement

2. "Trends Affecting the Decision of What to Do With

Fishinger and Wickliffe Schools" -- demographic information and information on alternatives accepted by other communities for surplus school facilities

3. "Planning Laboratory to Begin October 7" -- explanation of the three-day Planning Laboratory, purposes and processes

B. Inclusion of media in planning activities -- Media representatives were invited to all Steering Committee meetings and two media representatives were on the committee.

C. Meetings with, and presentation to, representatives of special interest groups and public agencies

1. Presentations to the local Rotary Club, Welcome Wagon, League of Women Voters, and Citizens' Communication Network
2. Update to Citizens' Community Involvement Committee
3. Meetings with persons involved with Chamber of Commerce, Senior Citizens, Parks and Recreation, Mental Health, Schools, (PTO, High School Student Council, etc.)

D. Designing and distribution of an invitiation/information brochure on the Community Planning Laboratory that was mailed to all households in the community (See Appendix A)

E. QUBE television programs (See Appendix B)

F. Short newsclips on local TV network affiliates

G. Advertisements placed in the local weekly newspaper, the Upper Arlington News

H. Promotion of students' attendance via school accouncements

I. Promotion through local civic and neighborhood organization newsletters

J. Special invitational letters

K. Open houses, sponsored by the League of Women Voters, at the two elementary school facilities involved prior to the Planning Laboratory to allow the public to become more familiar with them

(4) Refining the Agenda, Details, and Logistics for the Planning Laboratory:

The Steering Committee was involved in:

A. Developing an agenda for the three-day Community Planning Laboratory

B. Identifying facilitators and local resource people to provide leadership during the Community Planning Laboratory

C. Developing a tentative list of perceived space needs within the community from the reports and studies reviewed

D. Making logistical arrangements such as meeting space(s), copying services, registration assistance, materials/ equipment, etc.

By this point it should be obvious that significant effort and involvement goes into the "Plan for Planning" stage. It is important that those who prepare for a community planning effort represent the community and use all possible techniques to inform and to encourage

the involvement of community members in the Planning Laboratory. The preparation prior to the actual Community Planning Laboratory provides the foundation upon which the laboratory is build.

B. COMMUNITY PLANNING LABORATORY

The Planning Laboratory was held October 7, 8, and 9, 1980. The Laboratory was broken into six distinct areas, each having specific goals and activities. A description of the Laboratory process follows:

1. DAY ONE, Evening, 6:30 p.m. to 10:15 p.m.

Goals for the Session:

*Provide participants with an understanding of the Planning Laboratory
*Provide participants with background information on community needs
*Identify and rank community needs

Activities:

*Meet in a large group to hear summaries of previous surveys
*Meet in small groups to identify and to rank community needs
*Reconvene to reach consensus on the priorities of the community

Opening Sessions Agenda Flow

*Coffee and registration
*Welcome and opening comments (Mayor and President of the Board of Education)
*Introductions and Laboratory Overview
*Explanation of the Purpose for the Three-Day Laboratory (CEFP Facilitators)
*Information Sharing -- Review of Data in Information Package (various Agency representatives and Steering Committee Members)
*Listing of Community Needs (participants had the opportunity to modify the tentative list of perceived space needs that the Steering Committee had developed)
*Individual and Small Group Ranking of Perceived Community Needs (assistance by CEFP facilitators)
*Total Group Ranking of Perceived Community Needs -- consensus development
*Agenda for Days Two and Three Reviewed

Narrative: An agenda for the three days and the Information Package were distributed to participants when they registered.

During the opening evening community session, presentations were made by community representatives who had been involved with the previously conducted studies and surveys. The purpose of these presentations was to share and clarify the information that had been collected and was contained in the Information Package.

From previously completed studies and surveys, the Steering Committee had identified a tentative list of twenty-one community items needing space. These were:

1. Adult Non-Credit Classes (i.e., auto repair, upholstering, needlesworking, etc.)
2. Adult High School and College Credit Classes (i.e., American Government, Economics 101, etc.)
3. Adult Special Seminars (i.e., health, safety, energy, tax, legal, etc.)
4. Adult Organized Recreation (i.e., basketball and/or volleyball leagues, ceramics, handball, etc.)
5. Adult Open/Drop-in Recreation (i.e., open basketball, billiards, table games, etc.)
6. Youth Organized Recreation (i.e., league or intramural sports, etc.)
7. Youth Open/Drop-in Recreation (i.e., "pick-up" basketball, pool, table games, etc.)
8. Youth Non-Credit Classes (i.e., speedreading, etc.)
9. Pre-School/Day Care Programs (i.e., classes for 3-5 year olds, Latchkey, etc.)
10. Senior Organized Recreation (i.e., chorus, band, art classes, bridge, etc.)
11. Senior Open/Drop-in Recreation (i.e., billiards, table games, etc.)
12. Senior Non-Credit Classes (i.e., money or home management, health care, etc.)
13. Senior Meals Program

14. Senior Health Programs (i.e., clinics, therapeutic recreation, etc.)

15. Performing Arts Programs (i.e., dance, dramatics, concerts, etc.)

16. Visual Arts/Exhibit Programs (i.e., visiting artists, photography, painting, etc.)

17. Artist Programs (i.e., opportunities for individual artists -- photography, painting, weaving, etc.)

18. Mental Health Services (i.e., counseling, group activities, outreach programs -- especially for youth and seniors)

19. Civic Organization Programs (i.e., meetings, speakers, holiday programs, etc.)

20. Community Health Programs (i.e., blood pressure testing, information forums on drug/alcohol substance effects or other medical issues, flu shots, eye tests, etc.

21. Senior Citizens' Housing

Next, participants were given the opportunity to modify and/or to add to the tentative list of space needs. During the first evening session these items were added:

1. Center for Homebound Services

2. Center for Advancement of Basic Education

3. Educational Resource Center for Educators and Volunteers

Once the list was completed, each participant was asked to prioritize each item. Once each person had ranked the list, small groups of 5-8 people were asked to come to consensus by ranking the items as a group. A game technique (a modification of the Phi Delta Kappa Education Planning Model technique for goal setting, 1978) was used in the small groups. A significant amount of time, more than one hour, was given for individual and group rankings.

An average was made of all the small groups rankings to derive a total group ranking. Discussion was held concerning items that

appeared to have the highest priority and the total group reached consensus on the importance of these items.

From this total group ranking, eight items were chosen to be the focus for the workshop sessions that would follow. These eight items combined into six workshops: performing arts, preschool/day care, community/mental health, senior organized/drop-in recreation, youth open/drop-in recreation, adult open/drop-in recreation.

Some comments about this ranking activity are important for emphasis. As a practical matter, any planning activity cannot focus on all identified needs. Yet, on the other hand, planning participants do not want to limit themselves to needs that receive the highest number of points from any one activity such as was just described. Thus, the ranking techniques that were used were intended to provide a focus for the work yet to be completed during the planning effort. As certain needs were focused in on, other identified needs also were given consideration during discussions. In fact, twenty-one of the twenty-four items were actually addressed by the recommendations that resulted from the activities of the Upper Arlington Community Planning Laboratory.

2. DAY TWO, Morning and Afternoon, 9:00 a.m. to Noon and 1:00 to 4:00 p.m.

Goals:	*Develop program specifications based on prioritized needs *Identify space requirements for these programs
Activities:	*Small groups based on the top priorities determined the night before met to: - Clarify the present and future state of the need - Identify the number and ages of the persons affected

- Identify the days and times of the activities
- Identify special needs: transportation, equipment, accessibility, parking
- Identify space requirements: types and size of space
- Examine potential funding sources

Agenda Flow:

*Introductions and Explanation of the Tasks to be Completed:
- Clarify the present and future priority needs
- Identify the number and ages of persons to be involved
- Identify days and times of activites
- Identify space requirements -- type and size of space needed
- Identify spatial needs -- transportation, equipment, accessibility, parking
- Examine potential funding sources

Narrative: Six half-day workshops were conducted to determine specific programming required to meet the needs identified. These six workshops w re retitled:

1. Performing Arts
2. Pre-School/Day Care
3. Community/Mental Health
4. Senior Organized/Drop-In Recreation
5. Youth Open/Drop-In Recreation
6. Adult Open/Drop-In Recreation

During each workshop, the following factors were analyzed by the participants:

*Number of persons to be served

*Ages of persons to be served

*Days and times of activities

*Space required to deliver program(s)

*Staff required to deliver program(s)

*Special considerations (parking, public transportation, accessibility, etc.

Consideration was also given to whether the needs identified were immediate, conditional, and/or long-range.

This activity also can be viewed as an information gathering exercise. More information is acquired as participants define program requirements and propose program by determing which program and facility needs can, and cannot, be met by existing resources, and what facility would be needed. For example, the soon-to-be surplus school facility did not have an auditorium appropriate for the theater programs being discussed.

Additionally, because many programs were identified that would not require full-time space use, or possibly could be housed in existing facilities other than the identified excess school facilities, participants were asked to identify which programs could share space. A list of possibilities was generated and re-examined when the various options for space use were discussed. (See Appendix C)

3. DAY TWO, Evening, 6:30 p.m. to 9:45 p.m.

Goals:	*Update laboratory progress *Summarize space needs and program specifications *Determine the possibility of shared use of space
Activity:	*Hear reports from small daytime groups and categorize space needs
Agenda Flow:	*Coffee and Registration *Welcome and Introductions (Superintendent, Upper Arlington Public Schools) *Overview of the three-day Laboratory (CEFP facilitators) *Daytime Workshop Reports *Determine Possible Shared Use of Space (Small Group Discussion) *Listing of Shared Use Possibilities (Total Group) *Summary of Progress to Date and Review of Thursday's Activities *Adjourn

Narrative: This evening session focused on reviewing, discussing, and beginning to bring together the six workshop topics. Participants were made aware that an analysis of the space, funding, and governance/management implications would be necessary in order to develop a means to deliver the programs identified.

Participants then had the opportunity to choose one of the three planning teams to work with during the following morning session: (1) space implications, (2) funding implications, or (3) governance/management implications.

4. DAY THREE, Morning, 9:00 a.m. to Noon

Goal:	*Define space, financing, and governance/management options
Activity:	*Meet in small groups to develop options for each of the three topics
Agenda Flow:	*Review progress to date *Explain task to be completed *Each planning team to develop options based on the needs and the workshop reports from the preceding day

Narrative: The activity dealt with exploring options about the three areas of consideration for the programs that the task forces had defined. These three areas were:

* Space implications
* Funding implications
* Governance/Management implications

Participants chose one of the three areas to work on during the half-day session. During the sessions, the groups developed tentative plans to address their topics. (See Appendix D)

5. DAY THREE, Afternoon, 1:00 p.m. to 4:00 p.m.

Goal:	*Develop a plan for accomplishing the use of space, financing, and governance/management of the facility(ies)
Activity:	*Develop a total plan for review and refinement at the evening session (by representatives from each of the morning groups)
Agenda Flow:	*Review progress to date *Explain task to be completed *Review planning teams' reports *Discuss relationship between the options *Refine the options *Prepare for evening session

Narrative: Following the three planning sessions on space, financing, and governance/management, another half-day session was held in which the three planning groups came together to develop options for consideration by all participants who would attend the final planning laboratory activity that evening. The group defined and refined four options, specifying: (a) what needs would be met by the programs included in that option, (b) what needs would not be met, (c) space/facility requirements, (d) potential costs involved and sources of funding, and (e) suggested governance/management structures. The four options were:

OPTION #1 -- Reuse Fishinger/Wickliffe Schools for the programs identified with minor modifications.

OPTION #2 -- Reuse Fishinger/Wickliffe Schools for the programs identified with major renovations and/or additions.

OPTION #3 Do not use either Fishinger or Wickliffe Schools for the programs identified, and build new facility(ies) to house the programs identified.

OPTION #4 Do not use Fishinger or Wickliffe Schools or a new facility for the programs identified. Use other existing facilities to try to meet program needs.

(See Appendix E)

6. CONCLUDING SESSION, DAY THREE, Evening, 7:00 p.m. to 9:45 p.m.

Goals:

*Update laboratory progress
*Review and refine plan
*Identify the level of support for each option
*Reach consensus on the final report to be submitted to the Board of Education and City Council for review and for comment

Activities:

*Presentation of plan by afternoon planning team
*Level of support identified for each option
*Plan refined
*Confirmation of plan
*Closing remarks

Agenda Flow:

*Coffee and registration
*Opening remarks
  Upper Arlington City Council member
  Upper Arlington Board of Education member
*Overview of the three-day Planning Laboratory CEFP Facilitator
*Presentation of the Plan
  Presentation of Planning Team Reports and Team members
*Break and reconvene into small groups
  -review and modify plan
*Large group
  -presentation of suggestions from small groups
  -reintroduce options and identify level of support
*Bringing it all together
  -amend plan if needed
  -identify level of support for total plan
  -evaluation
*Closing Remarks
  President, Upper Arlington School Board
  Mayor, City of Upper Arlington

Narrative: During the final session of the Community Planning Laboratory, the four options were presented and discussed and the level of support for each by those in attendance was determined.

Additionally, participants reviewed and unanimously approved a series of steps and an assignment of responsibilities to ensure that the recommendations resulting from the Laboratory would not be

neglected. (See Appendix F)

The concluding activity gave the participants an opportunity to evaluate individually the plan that had evolved.

C. "POST" COMMUNITY PLANNING LABORATORY

Once the Community Planning Laboratory was over, there were many steps taken to carry out the recommendations resulting from the cooperative planning effort. These steps went beyond the follow-through activities designed during the Lab. Significant efforts continued to be made to keep the community informed and to seek citizen input.

One of the first activities that occurred was a telephone survey of a mathematically selected sample conducted by Citizens' Communications Network members who received orientation in telephone survey methods. Although the survey's focus went beyond questions directly related to the results of the Community Planning Laboratory, the survey did address that effort in the hope of obtaining a greater indication of community reactions and perceptions. Between 56% and 68% (allowing for statistical error) of survey respondents favored the use of closed schools for community purposes. Additionally, 46% to 58% of respondents favored minor renovation to meet such purposes. (OPTION #1 from the Lab). The telephone survey went into greater depth concerning funding and governance than did the Community Planning Laboratory. In these areas, survey respondents strongly favored funding by program fees although many indicated that multiple sources might be appropriate. There was little consensus on a best governance/management structure.

The report that resulted from the Community Planning Laboratory (sections of which are found in Appendix C-F) was formally presented to both the City Council and the Board of Education in early November. At that time, the report was mailed to all participants and others who has requested it.

The November QUBE "Plain Talk" television program featured the Mayor, the President of the Board of Education, and the Director of the Community Involvement Program, all of whom reported the results of the Lab to the viewing public.

The Upper Arlington Board of Education and the Upper Arlington City Council jointly held a Public Hearing in early December in an effort to obtain additional citizen reaction. Two weeks later, the two governmental bodies jointly announced their intent to pursue OPTION #1 (minor renovation of the first school to be closed into a community center) in greater detail by seeking further expertise from an architect employed by the City.

The architect held a meeting in early January 1981 with representatives from organizations that had indiciated interest in obtaining space within a closed school facility if it were used for community purposes. The intent of the meeting was to determine if the organizations still desired space, and if so, how much and of what kind (i.e., office, classroom, etc.).

The architect subsequently met with individual Board and Council members and both bodies jointly to review architectural plans.

An effort was made in early February to obtain foundation funds to assist with the cost of renovation, but that effort was unsuccessful.

The City Council then officially adopted ordinances to put a $2.5 millon bond issue for the renovation and operating levy on the June 1981 ballot. Thus, if these are successful, the elementary school to be closed in June 1981 will be renovated for use by the community.

PART III: OUTCOME AND CONCLUSIONS

The initiators of the Upper Arlington planning effort, the Upper Arlington City Council, the Upper Arlington Board of Education, and the Steering Committee anticipated several positive general and specific outcomes from the Planning Laboratory. With the exception of some specific points later discussed, the anticipated outcomes were realized. They were:

Anticipated and Realized General Outcomes

1. To give residents and organizations a sense that they are a part of the "community" and that their input will be heard and considered,
2. To promote the future use of cooperative planning processes with other community issues, and
3. To develop additional pride in the community by showing that it can deal publicly with major concerns.

Anticipated and Realized Specific Outcomes

1. To determine what space is needed, now and in the future, with priorities assigned to those needs;
2. To determine whether or not the priorities can be accommodated in the facilities that will become available; and
3. To determine an approach to funding and governance if the facilities are used by the community.

Although the total planning effort was viewed as a success by most involved, several aspects were seen as needing modification or

improvement should such a process be used again. There were also certain aspects of the process considered by participants as most significant to the laboratory's effectiveness. What follows is a discussion of the strengths and weaknesses of the process as identified in the Upper Arlington experience.

A. "Pre" Community Planning Laboratory

Strengths:

*Participation was open from the beginning. Anyone who desired could have been on the Steering Committee or could have given input to that group. There was no attempt to exclude any individual or group.

*Efforts were made to keep the community informed. There were frequent news releases, public announcements, news letters, and presentations. Every household received by mail the brochure describing the Community Planning Laboratory.

*Representatives from the media were involved and were very cooperative and supportive. Many agency and organization representatives assisted in the data gathering stage by supplying copies of previously taken studies for inclusion in the information packet.

*The Community Planning Laboratory was a concise and complete process for addressing a specific issue. The Planning Laboratory was a direct focus on a critical community issue that maximized the time and effort of its participants.

Weaknesses:

*More time should be allotted for pre-planning activities. The 6-8 weeks that were given to this phase required too much to be done in too short a time. Thus, some individuals either felt overwhelmed or did not fulfill commitments they might have were more time allowed.

*The Steering Committee should have more formal contact with policy bodies during the pre-planning. Although members of the Board of Education and City Council were on the Steering Committee, no effort was made to meet formally with these groups to keep them informed; thus, some members of these groups felt less commitment to the process.

*The viewing of informational, public programming needs more promotion. Mechanisms need to be developed to encourage more citizens to view television programs providing information on specific community issues. Adequate information is necessary for effective cooperative planning; yet, it is difficult for public service programs to compete with commercial television programs.

*More effort should be made to obtain individual commitments to participate in the Planning Laboratory prior to the actual laboratory. The support of businesses, arrangement for child care, or other steps should be developed to encourage participation. This was not done in Upper Arlington.

B. The Community Planning Laboratory

Strengths:

*Both city and school facilities were used for activities, and personnel from both agencies participated. This action enhanced the cooperative nature of the planning effort and affirmed that it was of significance to both public bodies.

*The process was truly open and did not have a "hidden agenda." Some participants had expected that the initiators of the Community Planning Laboratory had predetermined what the result would be. They soon realized that this was not the case, which increased their willingness to participate and their sense of ownership in the results.

*The process had a specific flow that was successful in accomplishing the goals. The planned agenda, the facilitating of the agenda, and the willingness of the participants to keep on task helped in reaching the goals within the prescribed time.

*The consultants facilitated the process without dictating the content. By only addressing questions pertaining to the process and referring questions about specific programs or potential uses of space to the local committee members, the participants felt ownership in the recommendations they made.

Weaknesses:

*Review of data in Information Package should be after the ranking activities and/or should be limited to factual statements. Unfortunately, some of the presenters the first evening gave biased reports, which may have influenced participants' thinking when they ranked the needs. Further, it is always possible that a significant report may have unintentionally been overlooked. Information is needed more for specific tasks than it is for acquiring areas of focus. It should therefore be shared as a preview to specific tasks allowing for discussion of other significant information.

*More time should be spent explaining the purpose and method of prioritizing. The intent of prioritizing narrowing the focus for the planning effort -- should be clarified, with emphasis on the fact that it is not meant to exclude any particular item from further consideration. Some participants resented what they perceived as an attempt to ignore or to deny certain concerns.

*Individuals who serve as a small-group facilitators should be better briefed. Individuals from outside the community who had facilitation skills but had not been involved in planning were used in pairs to assist the small groups. These individuals, however, did not understand the role they were to play. The fact that they were paired was also a problem, as neither understood who was to take the lead, or when. If outside individuals are used, they should receive a complete briefing on the local setting and specific directions relative to the role they are to play. Steering Committee members or others directly

involved might be more appropriate to assist the small groups. They, however, would also need training to understand the role they shold play as facilitators.

*Additional task force to deal with follow-through implications should be incorporated into the process. Follow-through tasks and activities were developed hastily by a few individuals most involved during the process. Broad-based participation and adequate time for development would probably strengthen follow-through efforts.

C. "Post" Community Planning Laboratory

Strengths:

*Coordination and cooperation between the City Council and the Board of Education were enhanced. Although some problems undoubtedly exist, the ties between the public bodies have been further visibly strengthened by the process of working together on a common problem.

*Citizens will probably be more willing to participate in similar activities in the future. Having experienced a process in which they actually were involved in developing recommendations, citizens will probably be more receptive to giving their time to such efforts in the future. Additionally, those who feel that their involvement had an impact are likely to encourage others who did not participate to do so in the future.

Weaknesses:

*Citizen participation was not adequate to insure that the views of participants were representative of the community. Approximately 215 community members participated in the process. Because cooperative planning is unfamiliar to most citizens, this relatively low turnout was not unexpected. It is hoped that future efforts would find more citizens believing that public officials really do want to give citizens a role in developing policy recommendations.

APPENDIX A

Non-Profit Org.
U.S. POSTAGE
PAID
Columbus, Ohio
Permit No. 880

COMMUNITY INVOLVEMENT PROGRAM
1650 Ridgeview Road
Upper Arlington, Ohio 43221

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WHAT SHOULD BE DONE?

Help us decide . . .
Plan to attend the

UPPER ARLINGTON COMMUNITY PLANNING LABORATORY

OCTOBER 7-9, 1980

Sponsored by:
Upper Arlington Board of Education
Upper Arlington City Council
Community Involvement Program

Background Information

Since 1971, the Upper Arlington City School District has found itself in a period of declining enrollment. Because of the decline, the Board of Education has made the decision to close Fishinger Elementary School in June 1981 and Wickliffe Elementary School in June 1983. Future use of the two buildings is uncertain.

Throughout the past ten years, governmental and human service agencies that serve Upper Arlington have taken surveys to determine programs and needs. A review of these surveys shows that there is need for additional facilities by various community groups. Consequently, the Upper Arlington City Council and the Upper Arlington Board of Education, through their jointly sponsored Community Involvement Program, submitted an application to the Council of Educational Facility Planners, International for assistance in addressing the alternative uses of the school facilities that will become available. In June this year, Upper Arlington was selected as a recipient for assistance from CEFP.

The Upper Arlington Community Planning Laboratory will be a three-day public forum to address the following issues:

A. To determine what space is needed in the community, now and in the future, with priorities assigned to those needs;

B. To determine whether or not the priorities can be accommodated in the facilities that will become available (i.e., Fishinger and Wickliffe Schools); and

C. To determine an approach to funding and governance if the school facilities are used by the community.

The community planning laboratory is open to **all** Upper Arlington residents. Organizations that have expressed need for space in the past have been specifically invited to attend. Participants will have an equal opportunity to become involved in the laboratory activities. Citizen involvement, individually and collectively, is necessary for the success of the laboratory. The laboratory will be action oriented and specifically structured to meet the purposes stated above.

Recommendations coming from the three-day laboratory will be presented to the Board of Education and City Council for review and for comment.

This brochure includes the daily goals and agenda for the laboratory. Residents are encouraged to participate to the extent that their schedules permit and their interest dictates. Please feel free to call the Community Involvement Program Office at 486-4122 for further information.

Laboratory Agenda

TUESDAY, OCTOBER 7

6:30 p.m. to 10:15 p.m.
Upper Arlington High School West Cafeteria

Goals

- Provide participants with an understanding of the laboratory
- Provide participants with background information
- Identify and prioritize community needs (by participants)

Activities

- Meet in a large group to hear summaries of previous surveys
- Meet in small groups to identify and to prioritize community needs
- Reconvene to reach consensus on the priorities of the community

WEDNESDAY, OCTOBER 8

9:00 a.m. to Noon and 1:00 to 4:00 p.m.
(locations to be announced Tuesday evening)
After 10:30 p.m., you may also call 486-4742 to learn where Wednesday meetings will be held for each of the priorities established.

Goals

- Develop program specifications based on prioritized needs
- Identify space requirements for these programs

Activities

- Small groups based on the top priorities determined the night before will meet to:
  - Clarify the present and future state of the need
  - Identify the number and ages of the persons affected
  - Identify the days and times of the activities
  - Identify special needs: transportation, equipment, accessibility, parking
  - Identify space requirements: types and size of space
  - Examine potential funding sources

6:30 p.m. to 9:30 p.m.
Upper Arlington High School West Cafeteria

Goals

- Update laboratory progress
- Summarize space needs and program specifications
- Determine the possibility of shared use of space

Activity

- Hear reports from small daytime groups and categorize space needs

THURSDAY, OCTOBER 9

9:00 a.m. to 12:00 noon

Topic:	**Small Group Location(s)**
Space	Fishinger School
Financing	Municipal Services Center
Governance	Wickliffe School

Goal

- Define space, financing, and governance options

Activity

- Meet in small groups to develop options for each of the three topics

1:00 p.m. to 4:00 p.m.
Municipal Services Center

Goal

- Develop a plan for accomplishing the use of space, financing, and governance of the facility(ies)

Activity

- Develop a total plan for review and refinement at the evening session (by representatives from each of the morning groups)

7:30 p.m. to 9:30 p.m.
Upper Arlington High School Cafeteria

Goals

- Update laboratory progress
- Review and refine plan
- Identify the level of support for each option
- Reach consensus on the final report to be submitted to the Board of Education and City Council for review and for comment.

Activities

- Presentation of plan by afternoon planning team
- Level of support identified for each option
- Plan refined
- Confirmation of plan
- Closing remarks

NEED MORE INFORMATION
Call 486-4742 (24 hours/day)
486-4122 or
457-5080, Ext. 262 Days

Please fill out, tear off, and return to address below

I'M INTERESTED IN THE UPPER ARLINGTON PLANNING LABORATORY!
(Please check **all** that apply)

- ☐ I plan to attend the opening session, Oct. 7 at 6:30 p.m.
- ☐ I plan to attend as many sessions as possible.
- ☐ I plan to attend the final session, Oct. 9 at 7:30 p.m.
- ☐ I've encouraged, or plan to encourage, friends and/or other organization members to attend.

Name of organization (if applicable) _____

Comments: _____

Name _____ Address: _____

Are there others you feel should receive more information on the planning lab? If so, please list name(s) and address(es) on a separate sheet and enclose with this questionnaire.

Please return this questionnaire by October 1, 1980 to Community Involvement Program
1650 Ridgeview Road
Upper Arlington, Ohio 43221

Thank You.

Note: Registration is NOT required to participate.

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APPENDIX B

WARNER AMEX QUBE

Upper Arlington is located within the Columbus, Ohio Warner Amex QUBE delivery area. In 1977, Warner Amex QUBE introduced two-way television communication and subsequently changed the concept of television.

The two-way, interactive capability of QUBE allows QUBE home subscribers to be "electronically" linked to the studio's central computer by means of five response buttons on consoles located in the subscriber's homes. By merely "touching in" on these buttons, subscribers can register opinions on any given subject and within 30 seconds aggregate percentage totals reflecting subscriber voting preferences are flashed on home screens.

The marriage of traditional television, cable television, and computer technology has produced the two-way, interactive capability of QUBE as well as offering the opportunity to view up to 30 television channels. These innovations afforded Planning Laboratory organizers several unique opportunities to provide information to the community and to promote the Planning Laboratory.

Warner Amex QUBE joined in the informational and promotional efforts on the Planning Laboratory in the following ways:

(1) A total of nine hours of air time was used, during which promotional tapes were run -- tapes that dealt with:

    (a) Cooperative Community Planning, and
    (b) Community School Centers;

(2) One full page plus several small ads in the QUBE Guide (similar to TV Guide) promoting the Laboratory and the QUBE programs;

(3) Special programs on "Upper Arlington Plain Talk" each evening the Laboratory was held; and

(4) Services of QUBE personnel as consultants and producers on QUBE projects.

In addition, the regular September 4 and October 2, 1980, "Upper Arlington Plain Talk" programs focused on the Community Planning Laboratory. "Upper Arlington Plain Talk" is a monthly one-half to one-hour program that focuses on issues of concern or interest to the Upper Arlington community. The show is narrowcast to QUBE subscribers as a community service.

APPENDIX C

PROGRAM WORKSHOP REPORTS

TOPIC AREA & NO. Performing Arts Programs

GOAL STATEMENT: Enhance the quality of life through active participation in the arts.

(All of the program areas were indicated to be of growing interest. The primary deterrrent to meeting the growing interest was the lack of existing space. A number of existing art programs were considered in determining the descriptions below.)

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENTS
1) Performing Arts - Film Festival	75-500	Children/ Adults	1/week for 16 weeks	Flexible Theatre for grps. 50-500.
Senior Film Services	100-125	Seniors	1/month	Large Screen, accoustics, access-
Film Classics	200-approx.	Youth/ Adult	2/month	ible to handicapped. Projection booth and parking.
2) Theatre	10-500	All Ages	1/month	Flexible Theatre
Lectures	"	"	2-4 year	for groups 50-500.
Dance		"	seasonal	Rehearsal Rooms,
Concerts	100-500		4/year	meeting room, and
Plays	"	"		practice room. Also, stage, light- ing, accoustics, wooden floor for dance and storage
3) Visual Arts Supplement to the displays at the Municipal Services Center	?	All Ages	12 mos/year continuous 8:00 a.m. - 10:00 p.m.	Indoor and Outdoor exhibit areas, a variety of smaller spaces, visually neutral, security, storage room, infused and direct lighting and humidity control
4) Instructional Programs Leisure/enrichment classes	7-15 per class	Primarily Adults	Primarily daytime 5 days/week	7-15 classrooms, storage, sinks, lighting, kilns, ventilation
5) Painting Programs	25	Youth	2/week	One classroom

TOPIC AREA & NO. Pre-School/Day Care Programs

GOAL STATEMENT: Upper Arlington needs a quality, activity-oriented day care program of supervision for all members of the community.

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENT
1) Pre-school age Permanent/Temporary	100	3 mos.-K	weekdays 6 a.m.- 6 p.m.	State Requirements for day care facilities
2) Latchkey/Elementary School age Permanent/Temporary	100	K-6th	weekdays, non-school days, & summer 7-8:15 &3-6 p.m.	5,000 square feet
3) Junior High/Middle School age	?	6th-9th	weekdays, non-school days, & summer, 3:30-6:00 p.m.	See youth recreation
4) Adult Temporary/Occasional	20-30	Adults	7 days/week 9:00 a.m.- 10:00 p.m.	2000 square feet

TOPIC AREA & NO. Community/Mental Health

GOAL STATEMENT: Improve the quality of mental and physical health in the community by increasing integration of local, regional and private systems through increased attention to: A) Preventitive techniques as an additional dimension to mental and physical health systems, and B) Helping persons, groups and families to adjust to problems and systems to meet personal mental and physical health needs.

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENT
1) Counseling for children, adolescents, families, adults and older adults.	260 approx.	all ages	morning, afternoon, and evenings	1 large room, 2 smaller rooms, 10 individual office and counseling rooms, and 1 large shared room. (private entrance is encouraged
2) Consultation for children, adolescents, families, adults and older adults	100 approx.	"	"	"
3) Mental Health Educational Services for all above groups	350 approx.	"	"	"
4) Socialization Skills Training for children and adolescents	250 approx.	"	"	"
5) Substance Abuse Programs (educational and treatment)		"	"	"
6) Support Groups and Services		"	"	"

TOPIC AREA & NO. Physical Health

GOAL STATEMENT: (same as Community/Mental Health)

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENTS
1) Outreach Services Assessments	500 approx.	all ages	by appoint.	1 Assessment Office, meeting room, resource room, activity room, gym
2) Speakers on wellness, nutrition, stress management, leading into programs for better physical health	500 approx.	all ages	7 days/week by scheduling	"
3) Organized physical activities	500 approx.	all ages	7 days/week by scheduling	"

TOPIC AREA & NO. Sr. Organized Recreation/Drop-In

GOAL STATEMENT: To enhance quality of life in Upper Arlington for Senior Citizens by: A) Bringing them into the mainstream of community life, B) Providing leisure time opportunities, C) Providing opportunities for seniors to contribute to community life, and D) Providing community health services for seniors more conveniently.

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENTS
1) Community Center	1100+	Over 60	2/week daylight hours	Indoor pool, gym, large meeting room, multi-purpose room and kitchen space, theatre, facility for handicapped, and consider transportation
2) Adult Education in daytime. 4-10 class offerings	100 - 250	Over 60	weekdays	Existing school or community center
3) Adult Day Care	25 - 30	Over 60	Daily - 8 a.m.-6 p.m.	2-3 rooms
4) Industrial and Practical Arts Space		Over 60		Storage Requires Policy Change
5) Expand Current Senior Center	1100 now 2000 projected	Over 60	Full-time Daily use	Craft room, storage, nutrition center, outreach program space, health clinic, volunteer office space

TOPIC AREA & NO. Youth Drop-In Program

GOAL STATEMENT: An Upper Arlington Facility Where Youth Can Participate In Various Supervised Activities

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENTS
1) Teen Center (grades 9-12)	2000	Teens	Afternoons, Evenings, Weekends	Continuing Problem
Snack Bar Equip.				1,000 sq. ft.
Lounge Area (indoor)				4,000 sq. ft.
Lounge Area (outdoor)				5,000 sq. ft.
Game Area				2,000 sq. ft.
Combo Practice Area				1,000 sq. ft.
Music Available				2,000 sq. ft.
Large Multi-Purpose Area				5,000 sq. ft.
Uncommitted Space				2,000 sq. ft.
2) Swimming Pool	Total Community	All ages	7 days/week	50 meters, 8 lanes locker rooms, weight room, small heated water area (therapy)
Competitive Swimming				
Competitive Diving				
Adult/family rec.				
Educational/ health activities				
Weight training				
3) 6th, 7th, 8th grade programs	1,000	Teens	?	
(Recommended that a study be done of junior high activity needs)				
Neighborhood based supervised social activities.				
Programs in 2 locations (junior highs?)				
4) Statement of need for groups unavailable to pay for approx. 500 person meeting room.		All ages	Varied	Large Room
5) Public libraries have problem with teen grps. congregating. There is a need for a place for them to go.				

TOPIC AREA & NO. Adult Open Recreation

GOAL STATEMENT: A facility where adults can participate in physical activities

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENTS
SWIMMING POOL 1) Indoor or Enclosed Open Swimming Instruction Therapy	15-25 at a time	All ages Emphasis on Adult	6:00 a.m. - 12 midnight	25 Yards or 50 Meters Special Needs Filter System Diving Area Locker Rooms Supervision Office Area Handicapped Access and Equipment Parking
2) INDOOR TRACK	15-20 at a time	All ages Emphasis on Adult	6:00 a.m. - 12 midnight	Track (Indoors) Space Not Specified
3) VOLLEYBALL, BASKETBALL, SLIMNASTICS, EXERCISES, BADMITON	40-60 at a time	All Ages Emphasis on Adult	6:00 a.m. - 12 midnight	Multi Court Gymnasium Special Needs Lockers, Office, Storage, Poss. Spectator Section, Storage
4) TABLE GAMES POOL, PING PONG	25-30 at a time	All ages Adult Emphasis	9:00 a.m. - 10:00 p.m.	Approximately 3500 sq. ft. 4 pool tables, 4 ping pong tables Pin Ball Machines
5) LOUNGE/CARD GAMES Living room atmos- phere Lecture room Informal meeting for civic & service organizations To be used for receptions	10-100 at a time	All ages Emphasis on Adult	9:00 a.m. - 10:00 p.m.	Approximately 3000 sq. ft. Informal Lounge Furnishings: Card Tables Extra Chairs

TOPIC AREA & NO. Adult Open Recreation (continued)

SPECIFIC TYPES OF NEEDS	APPROX. PART. NO.	AGES	DAYS & TIMES	SPACE REQUIREMENT
6) SQUARE DANCES	40-60	Emphasis on Adult	2 evenings per week	Gym/multipurpose area on stage Wooden floors if available.
7) RACQUETBALL/HANDBALL Consideration of availability within the community and cost.	12-16	All ages Emphasis Adults	6 a.m. - midnight	4 courts Students lockers
8) SUPPORT SYSTEMS Food service area		All Adult Emphasis	During operational hours	Food services area Office Storage
9) OTHER Golf-Indoor	16-24	All Adult Emphasis	Daily	

APPENDIX D

SPACE, FUNDING, GOVERNANCE WORKSHOP REPORTS

I. Space Implications

Once the program requirements were determined, participants were asked to identify possible areas of shared use of space. The planning team on space utilization analyzed space requirements by examining programs that could utilize classroom space with modificiations and those that would require special type of space considerations. The following calculations are approximations:

A. Space calculations of areas that could use classroom space with modifications

	GROSS SQUARE FOOTAGE
1. Teen drop-in center Lounge/game room/meeting space . . .	9,500
2. Arts Instruction Program Classroom, storage.	6,000
3. Pre-School/Day Care Classroom, storage, office	12,000
4. Community Mental Health Offices, counseling rooms, clinic . .	4,000
5. Adult Recreation Lounge, game room, reception area . .	6,000
6. Exhibit Space (Incidental)	2,000
Total Square Feet required of programs that could use classroom space with modifications	39,500

B. Space calculations of special areas not readily adaptable to use of existing school spaces

1. Gymnasium

(a)	Court and Running Spaces	
	Assume three basketball-size courts at 50' x 84' each, with 6' safety lane all sides of each plus a 6' wide running track around perimeter = 186' x 108'	20,088 s.f.
(b)	Dressing Areas	
	Assume four at 1,000 s.f. each	4,000 s.f.
(c)	Miscellaneous Storage Areas	1,000 s.f.
(d)	Spectator Seating	
	(at 200 - 300 seats)	1,000 s.f.
	TOTAL ESTIMATED ASSIGNABLE SPACE	26,088 s.f.
	Estimated Non-Assignable Space (public restrooms, vestibules, pipe chases, janitors' closets, wall thickness, corridors, mechanical rooms, etc.) Estimated at 22% of Assignable	5,740 s.f.
		31,828 s.f.
	TOTAL ESTIMATED AREA	32,000 s.f.

2. Theater

(a)	Seating on Sloped Floor (500 @8 s.f.).	4,000 s.f.
(b)	Stage (35' x 50')	1.750 s.f.
(c)	Dressing Rooms	1,000 s.f.
(d)	Storage and Prop Prep.	2,000 s.f.
(e)	Lobby	1,250 s.f.
(f)	Projection Booth, Rehearsal Room, Meeting Room, Practice Room . . assumed	3,000 s.f.
	TOTAL ESTIMATED ASSIGNABLE AREAS	13,000 s.f.
	Estimated Non-Assignable Area @22%	2,800 s.f.
		15,800 s.f.
	TOTAL ESTIMATED AREA	16,000 s.f.

3. Exhibit Space

(a)	Indoor Exhibits	3,000 s.f.
(b)	Outdoor Exhibits	2,000 s.f.
	TOTAL ESTIMATED ASSIGNABLE AREAS	5,000 s.f.

4. Pool

(a)	Pool, Aprons, Diving Area (we assume with estimates by group that an existing pool would be covered and that it would require	6,500 s.f.
(b)	Locker and Dressing Areas	2,000 s.f.
(c)	Weight Rooms	1,000 s.f.
(d)	Offices, Pool Equipment, and Storage Areas	1,500 s.f.
	TOTAL ESTIMATED ASSIGNABLE AREAS	11,000 s.f.
	Estimated Non-Assignable Areas @22%	2,420 s.f.
		13,420 s.f.
	TOTAL ESTIMATED AREA	13,500 s.f.

5. Handball/Racquetball Courts

We simply assumed a size of 15' x 30' for 6 courts, which equals 2,700 s.f. and rounded up to	3,000 s.f.

SUMMARY OF ABOVE

1.	Gymnasium	32,000 s.f.
2.	Theater	16,000 s.f.
3.	Exhibit Space	5,000 s.f.
4.	Pool	13,500 s.f.
5.	Handball/Racquetball	3,000 s.f.
		69,500 s.f.

TOTAL SPACE REQUIREMENTS

Classroom space with modifications	39,500 s.f.
Specialized Space Requirements	69,500 s.f.
TOTAL	109,000 s.f.

II. Funding Implications

As with the space planning team, the participants involved in analyzing funding examined capital cost financing as well as financing operational costs.

A. Operating Funds

The following areas were identified for possibilities in generating operating funds:

- Users' fees
- Existing budgets of the schools and/or city
- Rental fees
- Membership fees
- Operating levy
- Contributions from special interest groups
- Contributions from foundations
- Volunteers' help
- Lease or rental fees from Fishinger/Wickliffe, if they are needed
- Government grants (Federal/State)

B. Capital Improvements

Essentially, the same list was indicated for potential sources of capital improvements funding as stated in operational funding.

The cost estimates for renovation, new construction, and operations are located with each option later in this appendix.

III. Governance Implications

As with the space and funding analysis, a group of participants analyzed governance implications.

The group felt that ownership of the facility should not dictate governance. That same form of shared responsibility would be required but not necessarily balance in the composite of a policy board. The question of ownership remains an open question.

The participants did see the need for three types of groups to oversee the governance and management of the facility:

1. Policy/Legislative
2. Administrative
3. Advisory Group

In reviewing the types of policy board that could govern the new use of Fishinger/Wickliffe, the participants identified the following ways in which policy board membership might be derived.

The following listing is in order of preference (two tie votes) by the participants:

1) Appointed and representative of existing taxing bodies
1) Elected from community/and representatives from user groups and taxing bodies
3) Appointed by taxing bodies (designees)
3) Elected and appointed taxing bodies
5) Representatives from existing taxing bodies
6) One existing board council
7) Elected-at-large

APPENDIX E

OPTIONS

The priorities, program descriptions, space, funding, and governance/management information was divided into four options by participants. The options developed were:

OPTION #1: THE USE OF FISHINGER WITH MINOR RENOVATIONS

I. Space

All programs would be accommodated the exception of those listed on the right.

DOES NOT INCLUDE

Swimming Pool
Theatre
Gym
Handball/Racquetball Courts
and some Exhibit Space

II. Funding

Costs (estimated)

Renovation - $1,000,000
Operations - $125,000 - $300,000

Revenue Sources
Community Organizations
Agencies
Grants
Bond Issue
Contributions
Rental
Operating Levy
User Fees
Lease

Bonding Estimates (using a $75,000 home)

10 year Capital - .41 mills
10 year Operating - .90 mills
Total = 1.31 mills
Example per year $30.09

III. Governance/Management

Two Options
1) Appointed and Representatives of Existing Taxing Bodies
2) Elected from the Community and Representatives from User Groups and Taxing Bodies

OPTION #2: THE USE OF FISHINGER WITH MAJOR RENOVATIONS PLUS THE NEW CONSTRUCTION OF ADDITIONAL FACILITY(IES)

I. Space

All programs identified can be accommodated.

NEW SPACES INCLUDED

Swimming Pool
Gym
Theater
Handball/Racquetball Courts
Exhibit Area

II. Funding

Costs

Capital Improvements - $7,600,000
Operation - $500,000

Bonding Information (using a $75,000 home)

10 year Capital - 2.87 mills
10 year Operating - 1.50 mills
Total = 4.37 mills
Example per year - $100.37

Revenue Sources

Community Organizations
Agencies
Grants
Bond Issue
Contributions
Rental
User Fees
Operating Levy
Lease

III. Governance

Two Options
1) Appointed and Representatives of Existing Taxing Bodies
2) Elected from Community and Representatives from User Groups and Taxing Bodies

OPTION #3: DO NOT USE FISHINGER; BUILD A NEW FACILITY(IES)

I. Space

All programs identified would be accommodated.

NEW SPACES INCLUDE
All mentioned by needs

II. Funding

Costs

Capital Improvements - $9,700,000
Operation - $500,000

Bonding Information (using a $75,000 home)

Revenue Sources

10 year Capital - 3.98 mills
10 year Operating - 1.50 mills
Total = 5.48 mills
Example per year - $125.87

Community Organizations
Agencies
Grants
Bond Issue
Contributions
Rental
User Fees
Operating Levy
Lease

III. Governance

Two Options
1) Appointed and Representatives of Existing Taxing Bodies
2) Elected from Community and Representatives from User Groups and Taxing Bodies

OPTION #4: DO NOT USE FISHINGER OR WICKLIFFE OR A NEW FACILITY. USE EXISTING FACILITIES TO TRY TO MEET PROGRAM NEEDS.

I. Space

Renovation of other schools
Part-time use of educational programs

II. Funding

Costs
Approximately $500,000 (excludes some programs)

III. Governance

It is recommended that the Community Involvement Program make a study into an inventory of public and private facilities.

It is also recommended that consideration be given to existing governance structures where appropriate.

APPENDIX F

LEVEL OF SUPPORT/FOLLOW-THROUGH

The concluding session presented the four options developed. They were then discussed, and finally a level of support for each option was determined. Results were:

OPTION #1: THE USE OF FISHINGER WITH MINOR RENOVATIONS

Level of Support 96% yes 4% no

OPTION #2: THE USE OF FISHINGER WITH MAJOR RENOVATION

Level of Support 75% yes 25% no

OPTION #3: BUILD A NEW FACILITY

Level of Support 3% yes 97% no

OPTION #4: DO NOT USE FISHINGER OR WICKLIFFE OR A NEW FACILITY. USE EXISTING FACILITIES TO TRY TO MEET PROGRAM NEEDS.

*Level of Support 61% yes 39% no

*A basic description of the intent expressed in support of Option #4 may be required. Even though there seems to be basic satisfaction with the results of the laboratory, several people felt there should be a continuing effort to make maximum use of space. The financial implications of Option #4 were not carefully analyzed for several reasons. Many people felt the availability of existing space was at a premium so it would be difficult to determine what the financial ramifications would be to make it available.

In the concluding session of the laboratory, participants were also asked to indicate their preference in the selection of a policy board. Approximately one-half felt the appointment of representatives of existing taxing bodies would be appropriate. The other half chose to elect from the community and representatives from user groups and taxing bodies.

Additionally, the following sequence of events and designation of responsibility was voted on and unanimously approved by the participants.

TIME	GROUP RESPONSIBLE	TASK
Nov.	Community Involvement Program	Present report to Board of Education and City Council
Nov.	Community Involvement Program	Publish report for widespread discussion -- media and community groups
Early Nov.	Board of Education City Council	Joint meeting to discuss report and set a timeline for action
Mid Nov.	Board of Education City Council	Joint public hearing for reaction to report (both a.m. and p.m. meetings)
Late Nov.	Board of Education City Council	Adopt report
Early Dec.	Board of Education City Council	Adopt a "Memo of Understanding"
Early Dec.	Board of Education City Council	Appoint a Task Force to be based at Fishinger School with staff to oversee process, composed of: 1 member Board of Education 1 citizen appt. by Board 1 school administrator 1 member City Council 1 citizen appt. by Council 1 city administrator
Jan.	Task Force	Begin decision-making process to assist Board of Education and City Council to adopt a plan
Feb. March	Task Force	Conduct public hearings
Feb. March	Task Force	Assist Board of Education and City Council to design a plan
April	Board of Education City Council	Revise plan as needed
May	Board of Education City Council	Adopt plan including a formal agreement
June		Implement plan

NOTES